DOCUMENT RESUME

ED 443 807 SP 039 364

TITLE	A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom. Information Kit.
INSTITUTION	Department of Education, Washington, DC.
ISBN	ISBN-0-16-050163-6
PUB DATE	1999-09-00
NOTE	101p.; This document is a revision of ED 418 088.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-433-7827 (Toll Free).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Standards; Beginning Teacher Induction; Beginning Teachers; Colleges; Community Responsibility; Educational Quality; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Personnel Selection; Preservice Teacher Education; Rewards; School Responsibility; *Teacher Qualifications; Teacher Recruitment; Teacher Responsibility; Teachers; *Teaching Skills
IDENTIFIERS	Department of Education

ABSTRACT

This information kit describes the importance of having skilled and well-prepared teachers in all American classrooms. Section 1, "Why We Must Invest in Good Teaching," explains that "Good Teaching Makes a Difference." Section 2, "The Current State of Teaching in America: Five Barriers to Increasing Student Achievement," describes the barriers: "Painfully Slipshod Teacher Recruitment and Hiring Practices"; "Seriously Flawed Teacher Preparation"; "Unenforced Standards for Teachers"; "Inadequate Support for Beginning Teachers"; and "Lack of Professional Development and Rewards for Knowledge and Skills." Section 3, "The Coming Crisis," discusses "Quantity," "Quality," "Equity," and "Our Challenges for the 21st Century." Section 4, "Efforts To Address Our Teacher Quality Challenges," looks at "Efforts throughout the Nation" and "Strategies for the U.S. Department of Education." The subsequent sections describe: "Next Steps for Communities"; "Next Steps for Teachers"; "Next Steps for Colleges and Universities"; "Next Steps for School Administrators"; "Next Steps for Business Leaders"; "Next Steps for State and Local Policymakers"; "Resources"; "Professional Development Award Winners"; and "Endnotes." The packet includes 23 chart masters for making overheads. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 807

A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom

U.S. Department of Education Initiative on Teaching

Information Kit

SP 039 364

BEST COPY AVAILABLE

U.S. Department of Education
Richard W. Riley
Secretary

Initiative to Ensure a Talented, Dedicated, and Well-Prepared Teacher in Every Classroom
Terry Dozier
Special Advisor on Teaching

September 1999

To order this publication, write:

U.S. Department of Education
ED PUBS
P.O. Box 1398
Jessup, MD 20794-1398

Or call toll-free: 1-877- 4ED-PUBS or 1-800-USA-LEARN
TTY/TDD: 1-877-576-7734 or 1-800-437-0833

Or fax: (301) 470-1244

To order on-line: www.ed.gov/pubs/edpubs.html

The full text is available on the Department's Web site at:
www.ed.gov/inits/teachers/

Individuals with disabilities may obtain this publication in an alternate format on request. For more information, please contact Katie Mimcey, Director of the Alternate Formats Center, at (202) 205-8113.

Contact us at:
U.S. Department of Education
Terry Dozier, Special Advisor on Teaching
400 Maryland Avenue, S.W. Room 7W203
Washington, DC 20202-0103
Telephone: (202) 401-7690
Fax: (202) 401-0596

Contents

Why We Must Invest in Good Teaching 1
Good Teaching Makes a Difference! 1

The Current State of Teaching in America: Five Barriers to Increasing Student Achievement 3
1. Painfully Slipshod Teacher Recruitment and Hiring Practices 3
2. Seriously Flawed Teacher Preparation 4
3. Unenforced Standards for Teachers 5
4. Inadequate Support for Beginning Teachers 7
5. Lack of Professional Development and Rewards for Knowledge and Skills 7

The Coming Crisis 9
Quantity 9
Quality 9
Equity 10
Our Challenge for the 21st Century 10

Challenges from the U.S. Secretary of Education 11
Challenges to the Higher Education Community 11
Challenges to States and School Districts 11
A Call for a National Dialogue on Teacher Licensure 12

Efforts to Address Our Teacher Quality Challenges 13
Efforts throughout the Nation 13
Strategies of the U.S. Department of Education 14

Next Steps for Communities 17

Next Steps for Teachers 18

Next Steps for Colleges and Universities 19

Next Steps for School Administrators 20

Next Steps for Business Leaders 21

Next Steps for State and Local Policymakers 22

Resources 23

Professional Development Award Winners 24

Endnotes 26

Why We Must Invest in Good Teaching

"Never has our nation been confronted with the task of teaching so much to so many while reaching for new high standards."
U.S. Secretary of Education Richard W. Riley

No success can come from efforts to increase student achievement without caring and competent teachers in our classrooms. Higher standards, stronger accountability systems, increased technology, and smaller classes—all rely on the presence of an excellent teaching corps.

Educators, policymakers, and legislators have become increasingly aware that our nation's goals for student learning depend on good teaching in all our schools.

- In 1997, President Clinton devoted an unprecedented one-quarter of his State of the Union address to education and issued a *Call to Action for American Education*, in which he set a number of ambitious goals for the nation. One of these goals was:

  There will be a talented, dedicated, and well-prepared teacher in every classroom.

- States and local communities have focused recently on raising standards for students. Ensuring quality teaching is the necessary next step. If all children are to learn to high standards, then all educators need the capacity to teach to those high standards.

Good Teaching Makes a Difference!

We now have compelling evidence that confirms what parents have always known—the teacher makes a critical difference in a child's learning. Research has found that the quality of teaching in our classrooms is *the most important in-school factor* for improving student achievement.

- *Quality of teaching has major impact on student achievement.* Students whose initial achievement levels are comparable have "vastly different academic outcomes as a result of the sequence of teachers to which they are assigned."[1]

  The following studies measured teachers' effectiveness over time based on gains in the achievement of their students. Students were tested every year, and a "value-added"

approach was used to determine how much their achievement improved from year to year (regardless of their initial achievement level)—and thus, how effective their teachers were.

-- A study in Tennessee found that students who have three effective teachers or three ineffective teachers in a row have vastly different achievement levels. Because of differences in teacher effectiveness, students whose achievement levels were similar in mathematics at the beginning of third grade scored 50 percentile points apart on fifth grade achievement tests just three years later.[2] **(Overhead 1)**

-- Similarly, in Dallas, Texas, students who started at similar achievement levels in reading and math at the beginning of third grade were 34–50 percentile points apart three years later, as a result of the difference in effectiveness of their teachers.[3] **(Overhead 2)**

- *Lasting effects of good—and bad—teaching.* Students assigned to ineffective teachers continue to show the effects of such teachers even when those students are subsequently assigned to very effective teachers. The residual effects of both very effective and ineffective teachers are measurable two years later, regardless of the effectiveness of teachers in later grades.[4]

- *Teacher quality's powerful influence on student learning.* Studies show that teachers' ability, experience, and education are clearly associated with increases in student achievement. Spending additional resources on teacher professional development is the most productive investment schools can make to raise student achievement.[5]

The Current State of Teaching in America: Five Barriers to Increasing Student Achievement

It is difficult to measure directly the quality of teaching in our nation's classrooms, but a number of indicators demonstrate serious problems with the ways we recruit, prepare, license, and support teachers. The 1996 report of the National Commission on Teaching and America's Future (NCTAF) identified five major barriers to successful education reform that relate directly to the quality of teaching in America. **(Overhead 3)**

1. Painfully Slipshod Teacher Recruitment and Hiring Practices

The United States has no comprehensive strategy to attract the kinds of individuals we want into teaching. Furthermore, while there is no universal shortage of teachers nationwide (and some school districts have many qualified applicants for every open position), teachers are not always in the communities and fields where they are needed. We face specific types of shortages. **(Overhead 4)**

- *Shortages of qualified teachers in high-poverty communities.* High-poverty urban and rural schools face the greatest challenges in recruiting, supporting, and retaining new teachers.

- *Shortages of teachers in certain subject areas and specialties.* Nationwide teacher shortages—which are most severe in high-poverty schools—are found in specific fields such as math, science, special education, bilingual education, and foreign languages. **(Overhead 5)**

- *Shortages of teachers in certain regions.* Regions of the country where student enrollment is increasing rapidly face shortages of qualified teachers, even as other states have a surplus of individuals who are qualified to teach. National and state class size reduction efforts also increase the demand for teachers.

- *Shortages of teachers of color.* Our nation's teaching force does not reflect the diversity that is transforming our nation's classrooms.

  -- Minority students comprise 36 percent of our nation's student population,[6] but only 13 percent of our teachers are minorities.[7] This discrepancy has been growing. **(Overhead 6)**

  -- Over 40 percent of public schools do not have a single minority faculty member.[8]

  -- Nearly all large, urban school districts (92 percent) cite an immediate demand for teachers of color.[9]

BEST COPY AVAILABLE

Reducing the Demand for New Teachers

The challenge of ensuring enough qualified teachers is not simply to *increase the numbers* of new teachers that we recruit. The challenge is also to *reduce the demand* for new teachers by eliminating the many factors that drive teachers from the profession and by removing the barriers that prevent the many qualified individuals who are not teaching from doing so. The barriers to retaining and attracting teachers are: **(Overhead 7)**

- *Cumbersome procedures.* The NCTAF report found that "many districts do not hire the best-qualified applicants for teaching positions because their own procedures keep them from doing so." Problems include cumbersome screening processes and hiring decisions delayed until the school year starts.[10]

- *Lack of portability.* The lack of portability of credentials, pensions, and credited years of experience among states and districts discourages teachers from teaching where they are most needed.

- *Poor working conditions.* Poor school leadership, run-down facilities, large class sizes, and lack of books and supplies are factors that cause many talented teachers to leave the profession prematurely.

- *Low salaries.* The salaries of new and experienced teachers create recruitment and retention problems. Despite the fact that 78 percent of the public favor raising teacher salaries in order to meet the nation's recruitment challenges,[11] the average salary for beginning public school teachers ($25,735) and the average overall teacher salary ($39,347)[12] are significantly lower than those for most other professions.[13] **(Overhead 8)**

2. Seriously Flawed Teacher Preparation

Teacher preparation programs are often underfunded and are too focused on theory, at the expense of classroom practice. They frequently are disconnected from the arts and sciences and from elementary and secondary schools.

- *Varying size and quality of preparation programs.* There are approximately 1,300 institutions that prepare teachers, and the number of teachers they produce each year can range from one to nearly 2,000. The teacher education programs also vary greatly in quality. Unlike other professions that require national accreditation of professional schools, less than one-half of teacher education institutions—only 501 institutions—are currently accredited by a national accrediting body.[14]

- *Long-standing problems.* The NCTAF report found "long-standing problems with traditional teacher education programs," including superficial curriculum and the teaching of theory separately from its applications.[15]

- *Feeling unprepared for the realities of today's classrooms.* A recent study asked teachers with three or fewer years of experience whether they were prepared to integrate technology; meet the needs of diverse students and those with limited English proficiency; address the needs of special education students; and implement curriculum and performance standards. In each case, fewer than 30 percent of the new teachers reported feeling "very well prepared."[16] **(Overhead 9)**

- *Teacher educators lack current K–12 teaching experience.* More than 50 percent of teacher educators report that it has been more than 15 years since they were K–12 teachers.[17]

3. Unenforced Standards for Teachers

Standards for entry into the teaching profession are generally low, and required examinations seem designed to weed out the weakest candidates rather than to select the strong ones. Yet, despite this lack of rigor, states routinely waive their own standards and allow districts to hire unqualified individuals. Even when teachers are fully qualified, they are too often placed in out-of-field teaching situations.

- *Candidates not judged on performance.* Entering teaching usually requires passing a standardized test and earning a specified number of credits through teacher education programs. Most states do not base teacher licensing on classroom performance.

- *No exams required.* Seven states require no exams for licensure for either elementary or secondary school teaching.[18]

- *Lack of subject-area exams.* Forty-four states require candidates for licenses in secondary school teaching to take a test, but only 29 require them to take tests in the subject area they will teach.[19]

- *Exams not based on a body of knowledge.* Licensing tests are not based on whether a candidate has the body of knowledge needed to be an effective teacher. In some states, passing scores are set so low that candidates can pass a subject-matter exam by correctly answering as few as half the test items, and only 5 percent of the candidates fail the test.[20]

- *Standards routinely waived.* Even though state-set standards are generally low, states routinely waive them. More than 30 percent of newly hired teachers enter the profession without having fully met state standards for licensure.[21] **(Overhead 10)**

- *Out-of-field teaching.* Teachers are often asked to teach subjects in which they do not have a major or minor.

  -- Thirteen percent of public school teachers of core academic subjects in grades 7–12 are teaching "out of field" in their main teaching assignment.[22]

  -- In high-poverty schools (those with more than 60 percent of students receiving free or reduced-price lunch), teachers are twice as likely to be out of field than in low-poverty schools (22 percent vs. 11 percent).[23] **(Overhead 11)**

A Complicated Picture

It is difficult to measure the extent of out-of-field teaching, and its causes are often misunderstood.

- *Statistics understate the problem.* Researchers agree that these out-of-field figures understate the problem, since they do not take into account part-time teachers and teachers' secondary assignment fields.

- *High school teachers have academic majors but are misassigned.* Many policymakers assume that teachers teach out-of-field because they do not have an academic major. However, most high school teachers (95 percent) have a major in either an academic field or in education in a specific subject area, as opposed to a major in general education.[24] When they are teaching out-of-field, it is because they have been assigned to do so. **(Overhead 12)**

- *Many middle school teachers lack academic majors.* Lack of academic majors, however, is a problem in middle schools when teachers are assigned to teach specific content. About 27 percent of middle school teachers majored in general education rather than in an academic area.[25]

4. *Inadequate Support for Beginning Teachers*

New teachers in America are often left to "sink or swim." They are given the toughest assignments—the classes that no one else wants to teach and the extracurricular activities that other teachers do not want to supervise. Many new teachers do not receive the extra support they need in order to succeed.

- *New teacher attrition.* About 22 percent of new public school teachers leave the profession in the first three years.[26]

- *Inadequate support.* Although more than 50 percent of first-year public school teachers participate in some type of induction program, the quality and scope of the programs range from comprehensive to cursory.[27]

5. *Lack of Professional Development and Rewards for Knowledge and Skills*

Teachers often have too few opportunities to improve their knowledge and skills, and their professional development opportunities are of low quality. Professional development remains largely short-term, non-collaborative, and unrelated to teachers' needs.

- *Feeling unprepared for the realities of today's classrooms.* Most teachers do not feel very well prepared for the realities of today's classrooms—addressing the needs of diverse students and those with special needs, integrating technology into instruction, and teaching to challenging standards.[28] **(Overhead 13)**

- *Inadequate time spent on professional development.* Teachers continue to be offered professional development opportunities that last fewer than 8 hours, despite the fact that teachers report that professional development with a longer duration is more effective.[29] **(Overheads 14 and 15)**

- *Lack of collaboration.* Most professional development is not collaborative in nature, even though teachers and researchers say that collaborative professional development—such as common planning periods, team teaching, and regularly scheduled collaboration with other teachers and administrators—is more effective than other forms.[30] **(Overhead 16)**

- *Lack of time within the school day.* American schools are not organized to provide teachers and administrators time within the school day to collaborate and to engage in meaningful professional development.

-- U.S. teachers devote more time (57.8 hours in a two-week period) to direct teacher-student academic instruction than do teachers in Japan (44 hours) and Germany (38.5 hours).[31]

- *Allocation of resources.* The nation's schools typically spend only 1 percent to 3 percent of their resources on teacher development, compared to significantly higher expenditures by both American corporations and schools in other countries.[32]

- *Lack of rewards.* Teachers are not rewarded for increasing their knowledge and skills.

  -- Only 23 states provide salary supplements for teachers who have demonstrated their accomplished teaching by earning National Board certification.[33]

  -- While most districts reward teachers for getting advanced degrees, these degrees often do not have to be related to a teacher's subject area or to improving instruction.

The Coming Crisis

While confronting the challenges that we currently face in ensuring good teaching, the United States must prepare for even greater challenges that lie ahead—challenges of quantity, quality, and equity. **(Overhead 17)**

Quantity

Over the next ten years, the nation will face a tremendous demand for additional teachers.

- *Over 2 million teachers needed.* The nation's schools will need to hire an estimated 2.2 million public school teachers (including both beginning teachers and those returning to the classroom) in the next decade to serve the growing enrollment of students and to fill a record number of vacancies as the first "baby boomers" begin to retire.[34]

- *Many beginning teachers needed.* One-half to two-thirds of these newly hired teachers will be beginning teachers, if hiring patterns remain the same.[35]

- *Teachers for high-poverty schools.* Current rates of attrition suggest that high-poverty school districts will need to hire over 700,000 teachers in the next ten years.[36]

- *Turnover in the teaching force.* This turnover—over one million beginning teachers in ten years—is significant, given that there are currently about 3 million teachers nationwide.[37]

Quality

While the quantity of teachers will increase in the coming years, so will the need to improve the quality of teaching in our classrooms in order to meet the nation's education goals. Teachers need to know and do more than ever before. They need content mastery and strong teaching skills, and they need to effectively address an array of daunting challenges such as the following: **(Overhead 18)**

- Greater racial, ethnic, cultural, and religious diversity;

- Increased expectations for educating students with learning disabilities, physical impairments, and other special needs, in regular education classrooms;

- Greater numbers of students who lack basic proficiency in English;

- Greater numbers of students at risk or in crisis because of violence, inadequate nutrition, housing, health and medical care, and other adverse conditions in their homes and communities;

- Increased use of technology; and

- Greater responsibility on the part of teachers to assume more leadership in schools.

Equity

Our nation's high-poverty communities have the most difficulty attracting and retaining qualified teachers. Therefore, students in high-poverty urban and rural schools—the very students who need the *best* teachers because of the challenges that poverty brings to the classroom—often have teachers who are the *least* qualified.

- *Unequal student access to effective teachers.* A study in Tennessee found that African American students are much less likely to have effective teachers than their white counterparts.[38] **(Overhead 19)**

This is a fundamental issue of equity. When any students receive instruction from unqualified teachers, we are denying them access to a quality education.

> *If poor and minority children had teachers of the same quality as other children, a large part of the achievement gap would disappear.... In the hands of our best teachers, the effects of poverty and institutional racism melt away, allowing these students to soar to the same heights as young Americans from more advantaged homes. But if they remain in the hands of underqualified teachers, poor and minority students will continue to fulfill society's limited expectations of them.*
>
> Education Trust, *Good Teaching Matters*

Our Challenge for the 21st Century

As a nation, can we commit to high standards for all students, *and thus for all teachers?*

Whether we meet this challenge will determine the strength and prosperity of our democracy.

Challenges from the U.S. Secretary of Education

In urging our nation to focus on teacher quality, U.S. Secretary of Education Richard W. Riley has issued a number of challenges to educators, states, and school districts.

Challenges to the Higher Education Community

(Overhead 20)

- Make the preparation of teachers a university-wide priority
- Develop stronger links between colleges of arts and sciences and colleges of education in order to ensure that teachers have strong content knowledge
- Develop stronger links between institutions of higher education and local schools so that future teachers develop the strong skills needed to teach
- Be accountable for high-quality teacher preparation

Challenges to States and School Districts

(Overhead 21)

- Eliminate within five years the practice of granting emergency licenses
- Raise teacher salaries and pay teachers for knowledge and skills
- Create demanding but flexible certification processes
- Enact policies encouraging portability of teaching credentials, credited years of experience, and pensions
- End the practice of teachers teaching out-of-field
- Develop long-term induction or mentoring programs to help new teachers
- Reform professional development to give teachers new knowledge and skills
- Improve outdated hiring practices

A Call for a National Dialogue on Teacher Licensure

In inviting a national dialogue about what states can do to create more rigorous but flexible teacher licensure systems, Secretary Riley has suggested one possible approach. **(Overhead 22)** He urged state and local leaders to design their own models that will better ensure teacher quality. The secretary's model includes:

- An *initial license* that would be granted for up to three years after a prospective teacher passed written exams of content and teaching knowledge and an assessment of teaching performance.

- A *professional license*—a middle step between initial licensure and voluntary advanced certification—that would be granted by the fourth year and be based on clear standards, developed by states, for what teachers should know and be able to do. Teachers would be assessed on their teaching performance by panels made up of a supervisor and peers from the same or other schools and trained in evaluation.

- A voluntary *advanced license*, one form of which currently exists through the National Board for Professional Teaching Standards, that would allow experienced teachers to measure their practice against high and rigorous standards for accomplished teaching.

Efforts to Address Our Teacher Quality Challenges

The challenges are great, but efforts at the federal, state, and local levels to address them are making a difference.

Efforts throughout the Nation

States, higher education institutions, and school districts are taking steps to improve teaching. The following are major national efforts to address teacher quality:

- *INTASC (Interstate New Teacher Assessment and Support Consortium)*—developing performance-based assessments for the initial licensing of teachers.

- *National Board for Professional Teaching Standards*—establishing voluntary standards and assessments for highly accomplished teaching; many states and districts provide support for teachers to undergo the rigorous procedure to become National Board certified.

- *NCATE (National Council for the Accreditation of Teacher Education)* and *TEAC (Teacher Education Accreditation Council)* —establishing standards for colleges of education as part of voluntary national accreditation systems.

- *Holmes Partnership, the National Network for Educational Renewal, the Renaissance Group, Project 30* and *others*—reforming teacher education through partnerships between higher education and K-12 schools.

- *National Commission on Teaching and America's Future*—working in partnership with 12 states that have committed to implementing the Commission's recommendations from its 1998 report on teacher quality; the Commission has designed a policy inventory that states can use as a starting point for developing comprehensive strategies to improve the quality of their teaching force.

- *Recruiting New Teachers, Inc.* —providing information to prospective teachers, conducting policy research on innovative pathways into teaching, and providing technical assistance to states and districts.

Strategies of the U.S. Department of Education

The U.S. Department of Education is working aggressively to improve the quality of teaching in America's schools and has organized its efforts around the following six strategies. **(Overhead 23)**

- **Strengthen the Recruitment, Preparation, and Support of New Teachers**

  Teacher Quality Enhancement Grant programs (authorized under Title II of the Higher Education Act) support comprehensive reforms in state policies; partnerships among higher education institutions, schools of arts and sciences, and high-need school districts to improve teacher education programs; and state and local efforts to recruit qualified teachers for high-need schools.

  The *Preparing Tomorrow's Teachers to Use Technology* initiative provides grants to build the capacity of teacher preparation institutions to ensure that new teachers are prepared to integrate technology effectively into the curriculum.

  A *Contextual Teaching and Learning* project is studying, designing, and disseminating teacher preparation and professional development models that prepare teachers to help students make connections between what they are learning and its value in their lives in and beyond school.

  A proposed *National Job Bank and Clearinghouse on Teacher Recruitment* would link teachers with the schools that need them and provide information on successful teacher recruitment programs and policies.

  A proposed *Transition to Teaching* program would recruit retired military personnel and other mid-career professionals into teaching.

  A *National Awards Program for Model Teacher Preparation* is being developed to highlight exemplary teacher preparation programs.

  The High Standards to the Classroom initiative, proposed as part of the reauthorization of the Elementary and Secondary Education Act, includes professional development grants to school/college partnerships, with a focus on induction support for new teachers.

- **Strengthen Standards in the Profession**

  The *Interstate New Teacher Assessment and Support Consortium (INTASC)* is developing standards for initial teacher licensure for general and special educators.

A *National Study of Teacher Testing* by the National Academy of Sciences will analyze the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

The *National Board for Professional Teaching Standards* is working to complete the development of assessments and to increase the number of highly accomplished teachers certified by the National Board.

- **Improve Professional Development**

The Eisenhower Professional Development Program provides grants to states, school districts, and higher education institutions to support high-quality professional development activities aligned with challenging state student performance standards.

The National Awards Program for Model Professional Development disseminates exemplary models of professional development by identifying schools and school districts whose professional development has led to increased student achievement.

The proposed *High Standards to the Classroom* initiative would succeed Eisenhower, Goals 2000, and Title VI and focus on the type of professional development teachers and administrators say they need most: sustained, intensive, collaborative, and standards-based.

- **Strengthen School Leadership**

The proposed *High Standards to the Classroom* initiative includes support for innovative ways to recruit, prepare, and support principals as instructional leaders. The Department is also considering additional ways to support strong leadership in schools.

- **Support Research, Development, and Dissemination**

The *Center for the Study of Teaching and Policy*, a consortium of universities, focuses on ways education policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support teachers' work and student learning simultaneously.

The *National Partnership for Excellence and Accountability in Teaching (NPEAT)* brings together states, school districts, higher education institutions, professional organizations, and other stakeholders across the nation to support effective strategies to prepare, induct, and provide career-long professional development for K–12 teachers.

- **Increase Awareness and Measure Our Progress**

  Speeches by Education Secretary Richard Riley—including the National Press Club address on September 15, 1998 and the State of American Education speech on February 16, 1999—have focused increasingly on the issue of teacher quality.

  Conferences on Teacher Quality will include a conference for college and university presidents that emphasizes their leadership role in improving teacher education, day-long institutes on teacher development for deans at the regional Improving America's Schools Conferences, a larger National Conference on Teacher Quality, and follow-up summer institutes for faculty teams from higher education institutions.

  The Biennial National Report on Teacher Quality, first issued in January 1999, will constantly refocus public attention on the teaching profession and provide a way to measure the nation's progress in recruiting, preparing, and retaining good teachers.

Next Steps for Communities

What can be done at the local level to address these complex teacher quality issues? The following questions are designed to challenge communities to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- What is our community doing to ensure that **high-quality teachers are recruited** into the profession? What are we doing to screen for quality up front?
- Are **new teachers in our community well prepared**? Do they possess the knowledge and skills they need to teach all students to high standards? How do we know? How much clinical experience and involvement in K–12 schools do teacher candidates receive?
- Does our state have **rigorous, performance-based assessments for teacher licensing?** Do the standards ensure that teachers have the knowledge and skills to teach all students to high standards? How can we find out?
- Are the teachers in our schools **certified to teach in their subject areas**? Whom should we ask?
- Are teachers in our schools **assigned to teach in their subject areas of expertise**?
- What are our schools doing to **support beginning teachers** in order to enhance their performance and ensure their survival?
- Have our schools established **rigorous standards for granting tenure** and a process that seeks multiple perspectives on a teacher's performance?
- What are we doing to **encourage and reward good teaching?**
- Do we provide **teacher salaries that are competitive** with surrounding school districts and with other professions?
- What do our schools do to support **teachers' professional growth** throughout their careers?
- What are we doing about teachers who are **performing poorly?**

Next Steps for Teachers

What can be done at the local level to address these complex teacher quality issues? The following questions are designed to challenge teachers to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- What role could I play in **recruiting talented individuals** into the profession? How do I respond when an excellent student shows an interest in pursuing a career in teaching?
- What could I do to ensure that prospective teachers are **well prepared** for the challenges of the classroom? What do I do to support the student teachers in my school?
- What role could my colleagues and I play in the **hiring of new teachers**?
- How might I ensure that **beginning teachers** receive the support they need? What could my colleagues and I do to begin to change a system that gives our newest teachers the most difficult classes and the extracurricular activities that no one else wants? What am I doing to support the new teachers in my school?
- What role could my colleagues and I play in the **tenure-granting process**? How might I promote teacher involvement in tenure decisions?
- What could I do to **help my colleagues improve their practice**? How willing am I to share my effective strategies with others?
- What could I do to help ensure that teachers are given opportunities to **grow and to develop as professionals**? How might I promote effective professional development based on the needs of the teachers in my school?
- How could I **open my own practice to examination** and **improve my own practice**? What could I do to have more opportunities to observe, and be observed by, other teachers?
- What could my colleagues and I do to ensure that **excellence in teaching is encouraged and rewarded**?
- What role should teachers play in addressing **poorly performing teachers**?
- What is one thing I can do, or one step I can take, to ensure that there is a **talented, dedicated, and well-prepared teacher in every classroom**?

Next Steps for Colleges and Universities

What can be done at the local level to address these complex teacher quality issues? The following questions are designed to challenge higher education leaders and faculty to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- How strong are our **partnerships among K–12 educators, college of education faculty, and arts and sciences faculty**? What evidence do we have?
- Do we have a coherent plan to **recruit talented individuals from diverse backgrounds**—including middle and high school students, paraprofessionals, and mid-career professionals—into the teaching profession?
- Do we have a **formal admissions process** that supports our goal of recruiting people who are serious about teaching and who have the potential to become good teachers?
- Do we provide a **core curriculum** to all prospective teachers that is tied to student content standards and to standards for teaching?
- Do our teacher preparation programs **integrate theory and practice**? Do we ask and answer the questions, "How will this course or experience help teachers teach kids? How will it help students learn?"
- Do we require prospective teachers to gain multiple **experiences in K–12 schools** under the tutelage of master teachers, culminating in full-year internships? Do we select the master teachers carefully, based on their instructional expertise?
- Do we ensure that our candidates learn strategies for dealing with the **realities of today's classrooms**, such as students with disabilities or limited English proficiency, increasing diversity, the integration of technology, higher standards, and working with parents?
- How do we **measure the knowledge and skills** that pre-service teachers have gained through our programs? Do we follow our graduates to see how effective they are in the classroom?
- Do we **support our graduates** once they begin their teaching careers to ensure their success?
- Do we prepare **principals to be instructional leaders** able to support the teachers in their schools?

Next Steps for School Administrators

What can be done at the local level to address these complex teacher quality issues? The following questions are designed to challenge principals and other administrators to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- Is professional development **sustained, intensive, and an integral part of a teacher's regular work day** in our school?
- Do we focus on giving beginning and experienced teachers the **tools they need** to deliver a high-quality education to every child?
- Is our professional development based on **research and best practices**?
- Do we incorporate **multiple forms of learning** for our staff such as group study, action research, self-study, and curriculum development?
- What kinds of opportunities do we provide to help teachers **develop leadership skills**?
- To what extent is our **professional development connected to student standards?** To the content over which teachers need to have mastery? To the pedagogical skills they need?
- How far have we gone from the **deficit model** —"teachers need to be fixed"—to the **growth model** that seeks to build on teachers' knowledge and skills? What balance do we have between support and challenge?
- **Who plans professional development and determines its focus**? To what extent is it designed to address problems identified by teachers and others in the school?
- Are professional development opportunities part of a **coherent, long-term plan** for improving teaching and student learning?
- How much **time and other resources** are we devoting to professional development? How close are we to the leading corporations in this respect?
- When we evaluate our professional development, are we trying to document a **positive correlation between increased teacher effectiveness and improved student achievement?**

Next Steps for Business Leaders

What can be done at the local level to address these complex teacher quality issues? The following questions are designed to challenge business leaders to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- Do we spend **time in teachers' classrooms**, sharing our business and personal expertise and gaining an understanding of teaching and schools?
- Do we have **training sessions** to which it might be appropriate to invite teachers and principals to attend with our employees at our business site?
- Do we host at our business site and help to fund **on-going professional development** opportunities for teachers and principals?
- Do we provide **summer "externships"** through which teachers can learn how to help their students make connections between what they are learning and its value in their lives beyond school?
- Do we support or initiate **educator recognition programs** in our community to publicize good teaching?
- Are we **advocates** for high-quality, sustained professional development for all teachers and administrators, extra support for beginning teachers, increased teacher salaries, and strong standards for entering the profession?
- Do we insist that communities be provided **information on their teachers' qua ifications** in order to raise awareness about the importance of hiring qualified teachers?

Next Steps for State and Local Policymakers

What can be done at the state and local levels to address these complex teacher quality issues? The following questions are designed to challenge policymakers to think about how they might begin. These questions are intended to be thought-provoking and do not have easy answers. They may, however, encourage people to extend themselves beyond their traditional roles and to take action.

- Do we **collect the data** we need to develop informed responses to our teacher quality challenges?
- Do we have a **comprehensive strategy for recruiting and preparing** the kinds of individuals we need into the teaching profession?
- Do we **hold institutions of higher education accountable** for high-quality teacher preparation?
- How many of our teachers are not fully qualified to teach? What reforms could we implement that would **end the practice of granting emergency licenses**?
- How confident are we that our **standards for entering the teaching profession** ensure that teachers have the content knowledge and teaching skills they need to be effective? Are the assessments required for certification based on the **body of knowledge** a teacher needs to master?
- What are our **cut-scores for passing the required examinations**? Are they set to keep the weakest candidates from the profession or to select the strongest candidates?
- Does the **level of our teacher salaries** allow us to recruit and retain high-quality teachers in all our schools? Do our schools pay teachers for increasing their knowledge and skills?
- Do we allow the **portability of teaching credentials, credited years of experience, and pensions** so that teachers can move to districts where they are most needed?
- Do our **hiring practices** allow us to hire strong candidates well before the school year starts?
- How many of our teachers are **teaching out-of-field**? What could we do to end that practice?
- Do we have **long-term induction programs** to help new teachers succeed?
- Do we provide stable funding for **professional development** that is sustained, intensive, and allows teachers and administrators regular time to collaborate? Does it improve teachers' instruction and student achievement? How do we know?

BEST COPY AVAILABLE

Resources

The following resources may be useful in finding more information about efforts to improve teaching.

Initiative to Ensure a Talented, Dedicated, and Well-Prepared Teacher in Every Classroom
Terry Dozier, Special Advisor on Teaching
U.S. Department of Education
400 Maryland Avenue, S.W. Room 7W203
Washington, DC 20202-0103
(202) 401-7690
(202) 401-0596 (fax)
terry_dozier@ed.gov

National Commission on Teaching and America's Future
Linda Darling-Hammond, Executive Director
Teachers College, Columbia University
525 West 120th Street, Box 117
New York, NY 10027
(212) 678-3204
http://www.tc.columbia.edu/~teachcomm

Interstate New Teacher Assessment and Support Consortium
Jean Miller, Director of INTASC
Council of Chief State School Officers
One Massachusetts Avenue, N.W. Suite 700
Washington, DC 20001-1431
(202) 336-7048
(202) 789-1792 (fax)

National Board for Professional Teaching Standards
James A. Kelly, President
26555 Evergreen, Suite 400
Southfield, MI 48076
1-800-22-TEACH
http://www.nbpts.org

National Center for Education Statistics
Gary W. Phillips, Acting Commissioner
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5574
(202) 219-1828
(202) 219-1736 (fax)

National Council for Accreditation of Teacher Education (NCATE)
Arthur Wise, President
2010 Massachusetts Avenue, N.W., Suite 500
Washington, DC 20036-1023
(202) 466-7496
(202) 296-6620 (fax)

Holmes Partnership
Nancy Zimpher, President
University of Wisconsin—Milwaukee
Chancellor's Office
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4331
(414) 229-2347 (fax)

National Network for Educational Renewal
Center for Educational Renewal
John Goodlad, President
University of Washington
Box 353600
Seattle, WA 98195-3600
(206) 543-6230
(206) 543-8439 (fax)

Recruiting New Teachers, Inc.
David Haselkorn, President
385 Concord Avenue, Suite 100
Belmont, MA 02178
(617) 489-6000
(617) 489-6005 (fax)
rnt@tiac.net
www.rnt.org

BEST COPY AVAILABLE

Professional Development Award Winners

The following are the winners of the National Awards Program for Model Professional Development, which recognizes schools and school districts with exemplary professional development linked to increased student achievement. These awardees may be helpful as resources.

1996 Awardees

Lawrence Public Schools
3705 Clinton Parkway
Lawrence, KS 66047
(913) 832-5000
(913) 832-5016 (fax)

Samuel W. Mason Elementary School
150 Norfolk Avenue
Roxbury, MA 02119
(617) 635-8405
(617)635-8406 (fax)

San Francisco Unified School District
2550 25th Avenue
San Francisco, CA 94116
(415) 759-2950
(415) 759-2903 (fax)

Woodrow Wilson Elementary School
312 North Juliette Avenue
Manhattan, KS 66502
(785) 587-2170
(785) 587-2173 (fax)

Wilton Public Schools
395 Danbury Road
Wilton, CT 06897
(203) 762-3381
(203) 762-2177 (fax)

1998 Awardees

Ganado Intermediate School
P.O. Box 1757
Ganado, AZ 86505
(520) 755-1120
(520) 755-1139 (fax)

H.D. Hilley Elementary School
693 North Rio Vista Road
El Paso, TX 79927
(915) 860-3770
(915) 860-3778 (fax)

P.S. 721R, Hungerford School
155 Tompkins Avenue
Staten Island, NY 10304
(718) 273-8622
(718) 727-6994 (fax)

The International High School at LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-5482
(718) 392-6904 (fax)

Montview Elementary School
2055 Moline Street
Aurora, CO 80010
(303) 364-8549
(303) 340-0735 (fax)

BEST COPY AVAILABLE

1998 Awardees, continued

Shallowford Falls Elementary School
3529 Lassiter Road
Marietta, GA 30062
(770) 640-4815
(770) 640-4820 (fax)

Geneva City Schools
649 South Exchange Street
Geneva, NY 14456
(315) 781-0494
(315) 781-4128 (fax)

Lewisville Independent School District
247 West Main Street
Lewisville, TX 75057
(972) 219-6909
(972) 219-0092 (fax)

1999 Awardees

Sprayberry High School
2525 Sandy Plains Road
Marietta, GA 30062
(770) 509-6111
(770) 509-6114 (fax)

Spring Woods Senior High School
900 Westview, Room S104
Houston, TX 77055
(713) 365-5585
(713) 365-5597 (fax)

Caroll Independent School District
1201 North Carroll Avenue
Southlake, TX 76092
(817) 329-2934
(817) 251-5064 (fax)

Wherry Elementary School
Building 25000- Kirtland AFB
Albuquerque, NM 87116
(505) 266-0093
(505) 260-2025 (fax)

Olathe District Schools
14160 Black Bob Road
Olathe, KS 66063-2000
(913) 780-8028
(913) 780-8007 (fax)

Edmonds School District
20420 68th Avenue West
Lynnwood, WA 98036
(425) 670-7137
(425) 670-7182 (fax)

Norman Public Schools
207 East Gray Street
Norman, OK 73069
(405) 366-5856
(405) 366-5853 (fax)

Endnotes

[1] Sanders, William L. and Joan C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Knoxville: University of Tennessee, 1996.

[2] Sanders and Rivers.

[3] Jordan, Heather, Robert Mendro, and Dash Weerasinghe. *Teacher Effects on Longitudinal Student Achievement*, paper presented at the CREATE Annual Meeting, 1997.

[4] Sanders and Rivers.

[5] Greenwalls, R., L.V. Hedges, and R.D. Laine. The Effect of School Resources on Student Achievement. *Review of Educational Research*, Vol. 66, 1996.

[6] U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 1998*. NCES 1999-036, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington, DC: Author, 1999.

[7] National Education Association. *Status of the American Public School Teacher, 1995-96: Highlights*, Washington, DC: Author, 1997.

[8] U.S. Department of Education, National Center for Education Statistics. *1993–94 Schools and Staffing Survey*, unpublished tabulations, 1999.

[9] Eubanks, Segun C. *The Urban Teacher Challenge*. Belmont, MA: Recruiting New Teachers, Inc., 1996.

[10] National Commission on Teaching and America's Future. *What Matters Most: Teaching For America's Future*. New York: Author, 1996.

[11] Haselkorn, David and Louis Harris. *The Essential Profession: A National Survey of Public Attitudes Toward Teaching, Educational Opportunity and School Reform*. Belmont, MA: Recruiting New Teachers, Inc., 1998.

[12] Nelson, F. Howard and Krista Schneider. *Survey & Analysis of Teacher Salary Trends 1998*. Washington, DC: American Federation of Teachers, 1999.

[13] U.S. Department of Education, National Center for Education Statistics. *Life After College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997*. NCES 1999-155 by Alexander C. McCormick, Anne-Marie Nunez, Vishant Shah, and Susan P. Choy. Project Officer: Paula R. Knepper. Washington, DC: Author, 1999.

[14] National Council for the Accreditation of Teacher Education. Telephone conversation. Washington, DC, 1999.

[15] National Commission on Teaching and America's Future.

[16] U.S. Department of Education, National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*. NCES 1999-080, by Laurie Lewis, Basmat Parsad, Nancy Carey, Nicole Bartfai, Elizabeth Farris, and Becky Smerdon. Bernie Greene, project officer. Washington, DC: Author, 1999.

[17] Farkas, Steve and Jean Johnson with Ann Duffett. *Different Drummers: How Teachers of Teachers View Public Education*. New York: Public Agenda, 1997.

[18] Mitchell, Ruth and Patte Barth. How Teacher Licensing Tests Fall Short. *Thinking K–16*, Vol.

BEST COPY AVAILABLE

3, Issue 1, Spring 1999. Washington, DC: The Education Trust.

[19] Ibid.

[20] Ibid.

[21] U.S. Department of Education, National Center for Education Statistics. *1993–94 Schools and Staffing Survey*.

[22] U.S. Department of Education, National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

[23] U.S. Department of Education, National Center for Education Statistics. *1998 Teacher Survey on Professional Development and Training*, Fast Response Survey System, unpublished tabulations, 1999.

[24] U.S. Department of Education, National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

[25] Ibid.

[26] U.S. Department of Education, National Center for Education Statistics. *1993–94 Schools and Staffing Survey*.

[27] Haselkorn, David and Elizabeth Fideler. *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States*, Belmont, MA: Recruiting New Teachers, Inc., 1999.

[28] U.S. Department of Education, National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

[29] Ibid.

[30] Ibid.

[31] Adelman, Nancy E. *Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries*, Washington, DC: U.S. Department of Education, 1998.

[32] National Commission on Teaching and America's Future.

[33] National Board for Professional Teaching Standards. *State & Local Action Supporting National Board Certification*, Washington, DC: unpublished report, 1999.

[34] U.S. Department of Education. *A Back to School Special Report on the Baby Boom Echo: No End in Sight*, Washington, DC, 1999.

[35] U.S. Department of Education, National Center for Education Statistics. *1993–94 Schools and Staffing Survey*.

[36] Ibid.

[37] U.S. Department of Education, National Center for Education Statistics. *America's Teachers: Profile of a Profession*.

[38] Sanders and Rivers.

[39] Haycock, Kati. Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap, *Thinking K–16*, Vol. 3, Issue 2, Summer 1998. Washington, DC: The Education Trust.

Chart Masters for Making Overheads

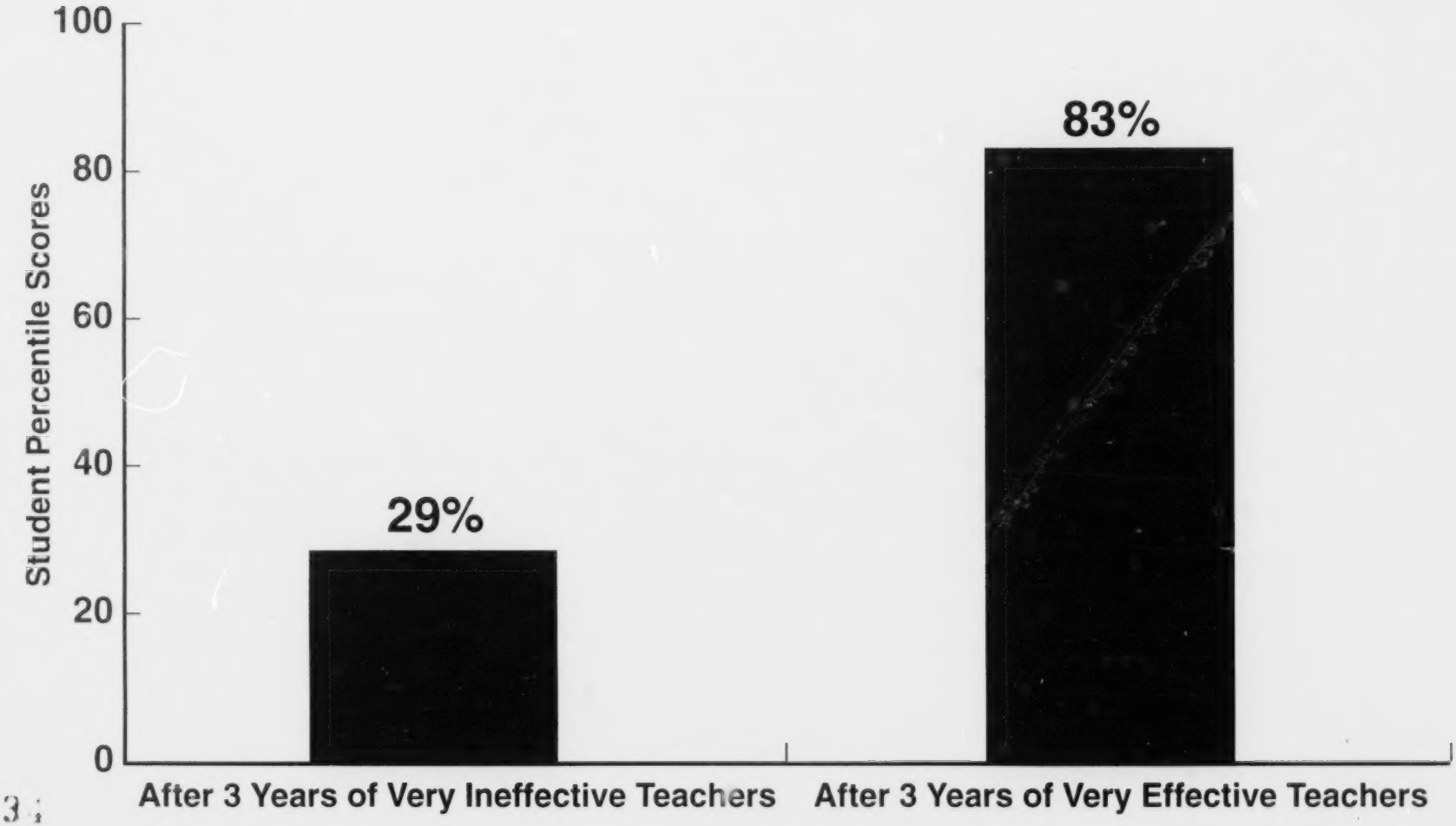
Overhead 1

CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math Scores: Tennessee

CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math Scores: Tennessee



Source: *Sanders & Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement" (1996).*

Overhead 2

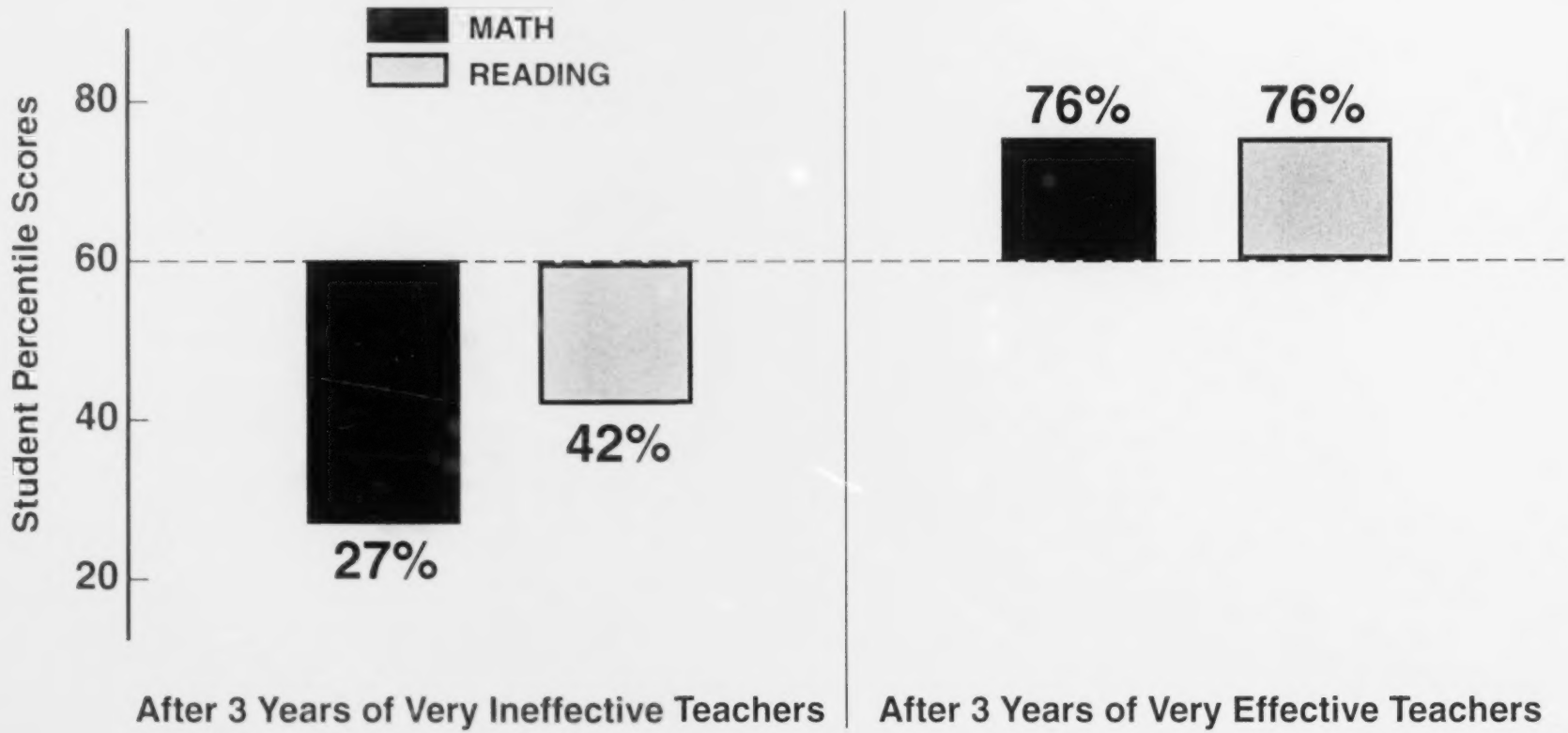
CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math and Sixth Grade Reading Scores: Dallas, Texas

CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math and Sixth Grade Reading Scores: Dallas, Texas

(BEGINNING PERCENTILE = 60)



Source: *Jordan, Mendro & Weerasinghe, "Teacher Effects on Longitudinal Student Achievement" (1997).*

Overhead 3

BARRIERS TO REFORM

BARRIERS TO REFORM

- Painfully Slipshod Teacher Recruitment and Hiring
- Seriously Flawed Teacher Preparation
- Unenforced Standards for Teachers
- Inadequate Support for Beginning Teachers
- Lack of Professional Development and Rewards for Knowledge and Skills

41

Overhead 4

TYPES OF SHORTAGES

TYPES OF SHORTAGES

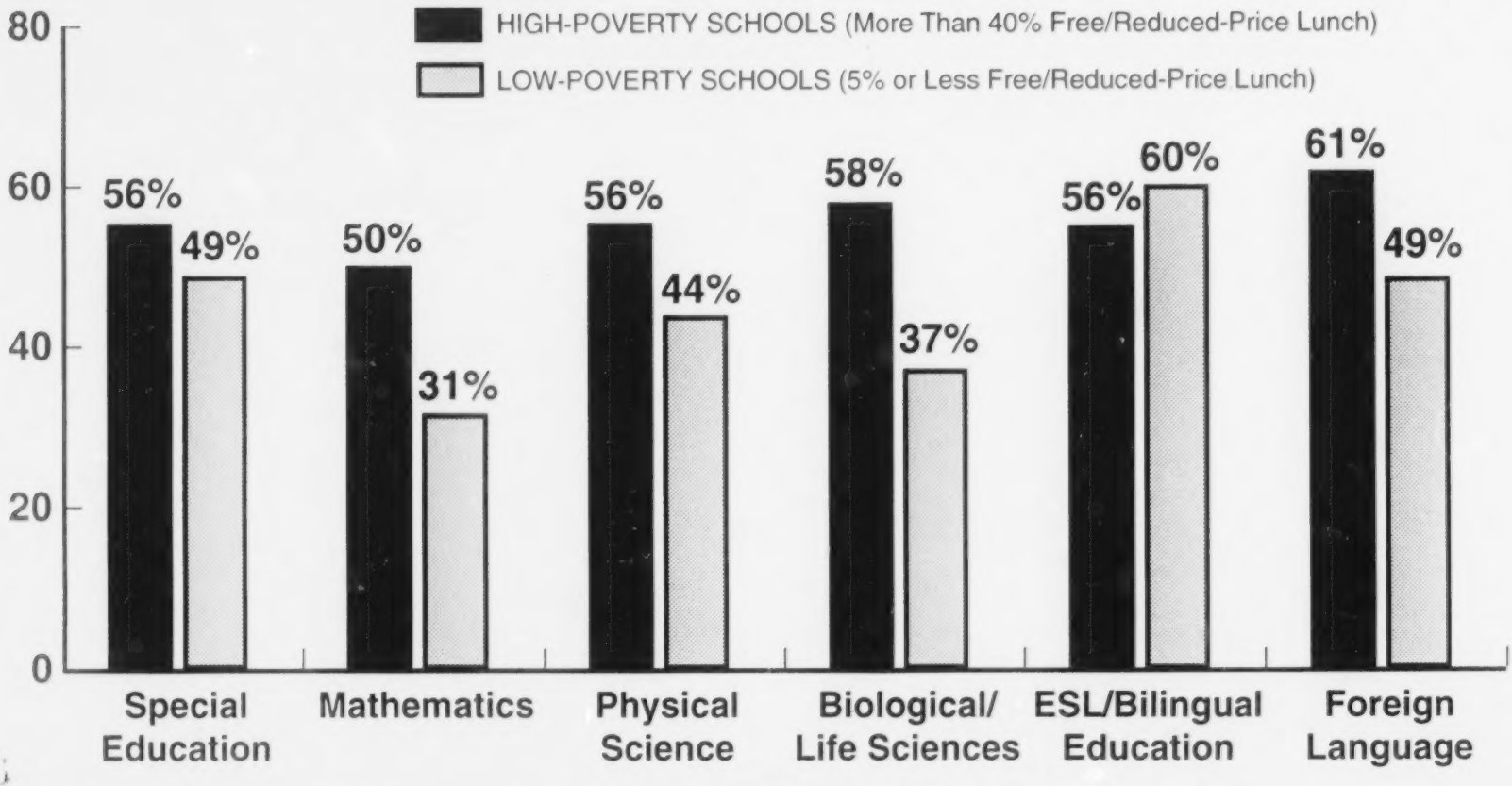
- Teachers in High-Poverty Communities
- Math, Science, Bilingual, Special Education, and Foreign Language Teachers
- Teachers in Regions with Rapid Enrollment Increases
- Teachers of Color

Overhead 5

UNEQUAL IMPACT OF TEACHER SHORTAGES

UNEQUAL IMPACT OF TEACHER SHORTAGES

Percentage of Schools With Vacancies in Certain Fields That Found Them Difficult to Fill

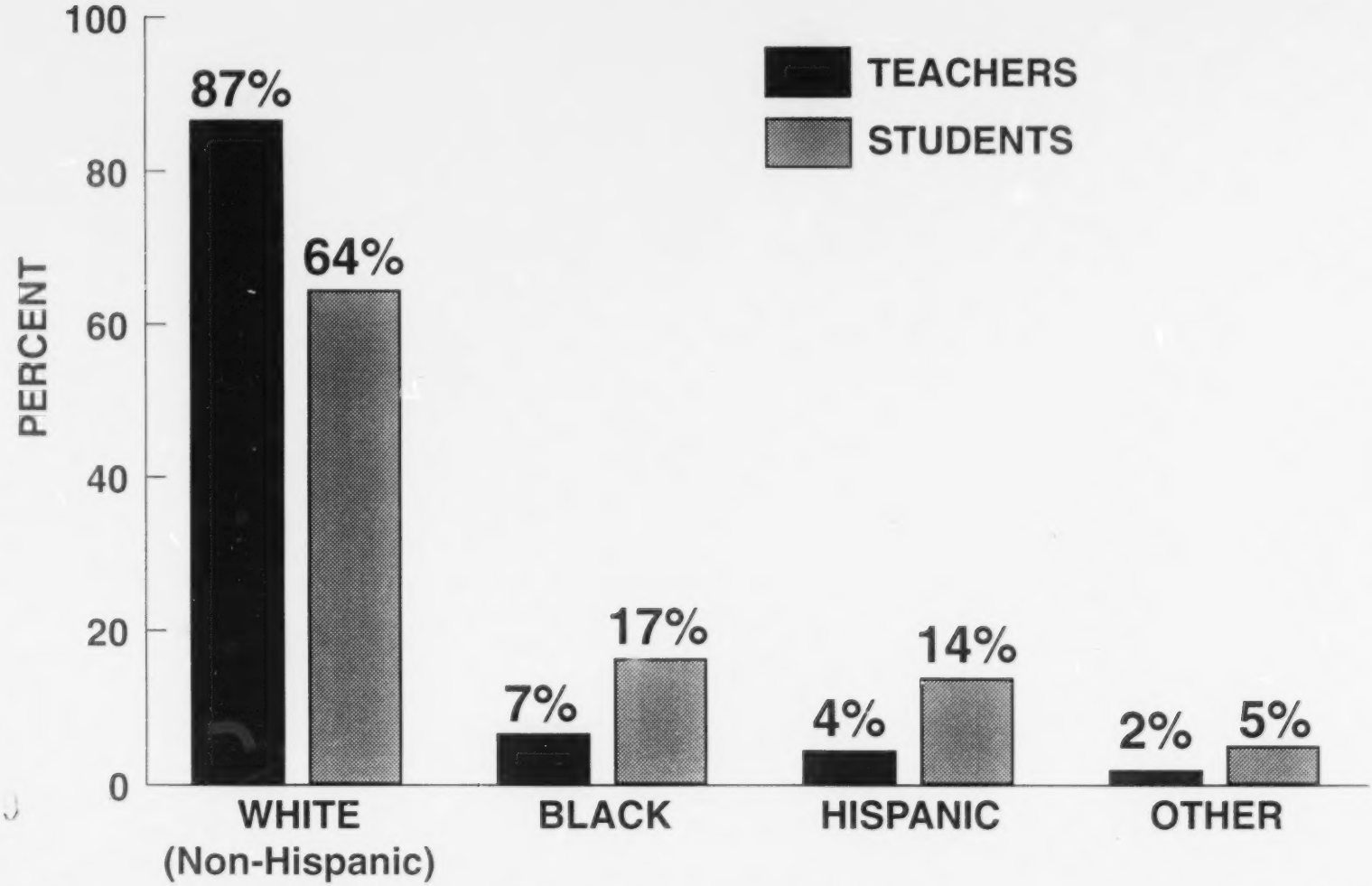


Source: *NCES, "America's Teachers: Profile of a Profession, 1993-94" (1997).*

Overhead 6

DIVERSITY OF PUBLIC SCHOOL TEACHERS AND STUDENTS

DIVERSITY OF PUBLIC SCHOOL TEACHERS AND STUDENTS



Source: *NCES, Digest of Education Statistics 1998, (1999).*

Overhead 7

BARRIERS TO RETAINING TEACHERS IN THE PROFESSION

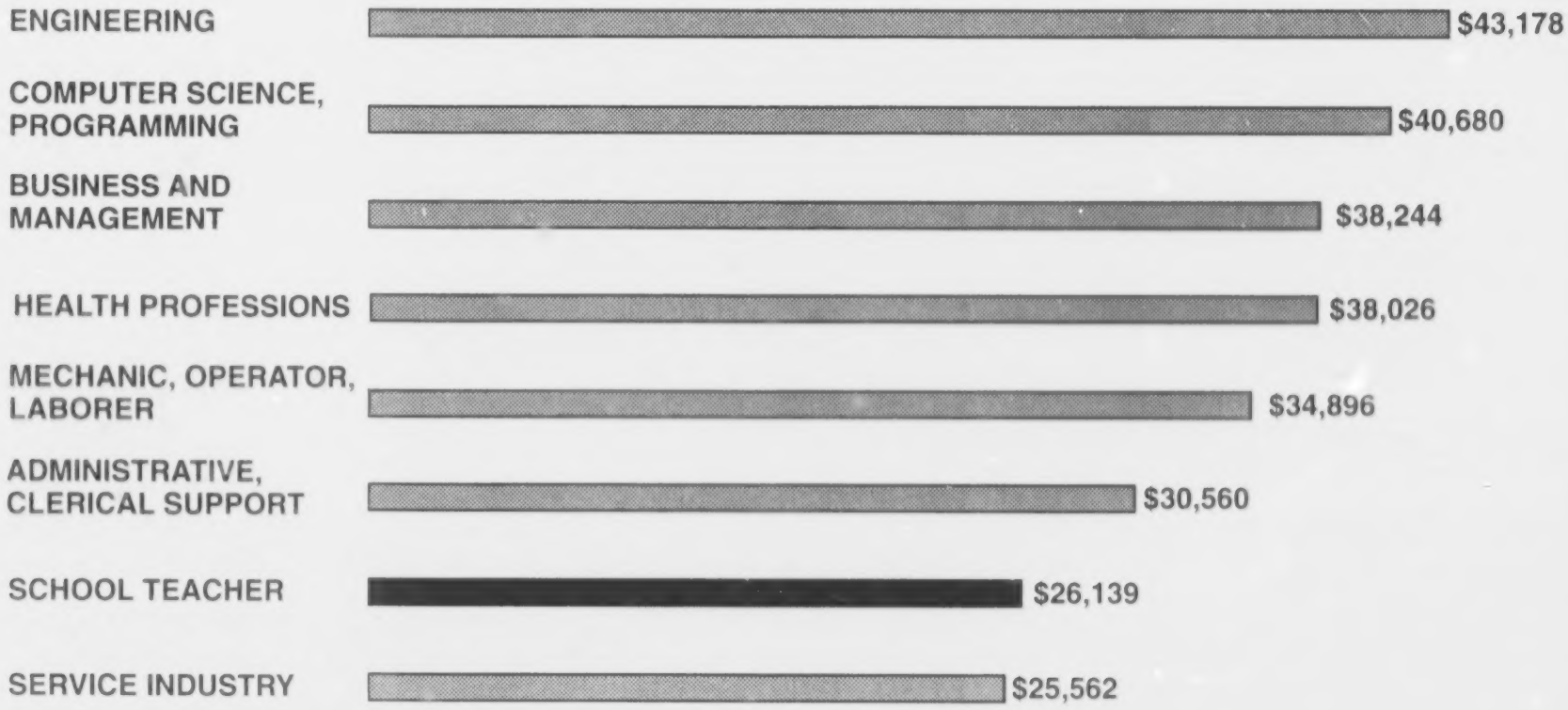
BARRIERS TO RETAINING TEACHERS IN THE PROFESSION

- Bureaucratic Hiring Practices
- Lack of Portability of Credentials, Pensions, and Credited Years of Experience
- Poor Working Conditions
- Low Salaries

Overhead 8

SALARIES FOR TEACHERS COMPARED TO OTHER OCCUPATIONS

SALARIES FOR TEACHERS COMPARED TO OTHER OCCUPATIONS*



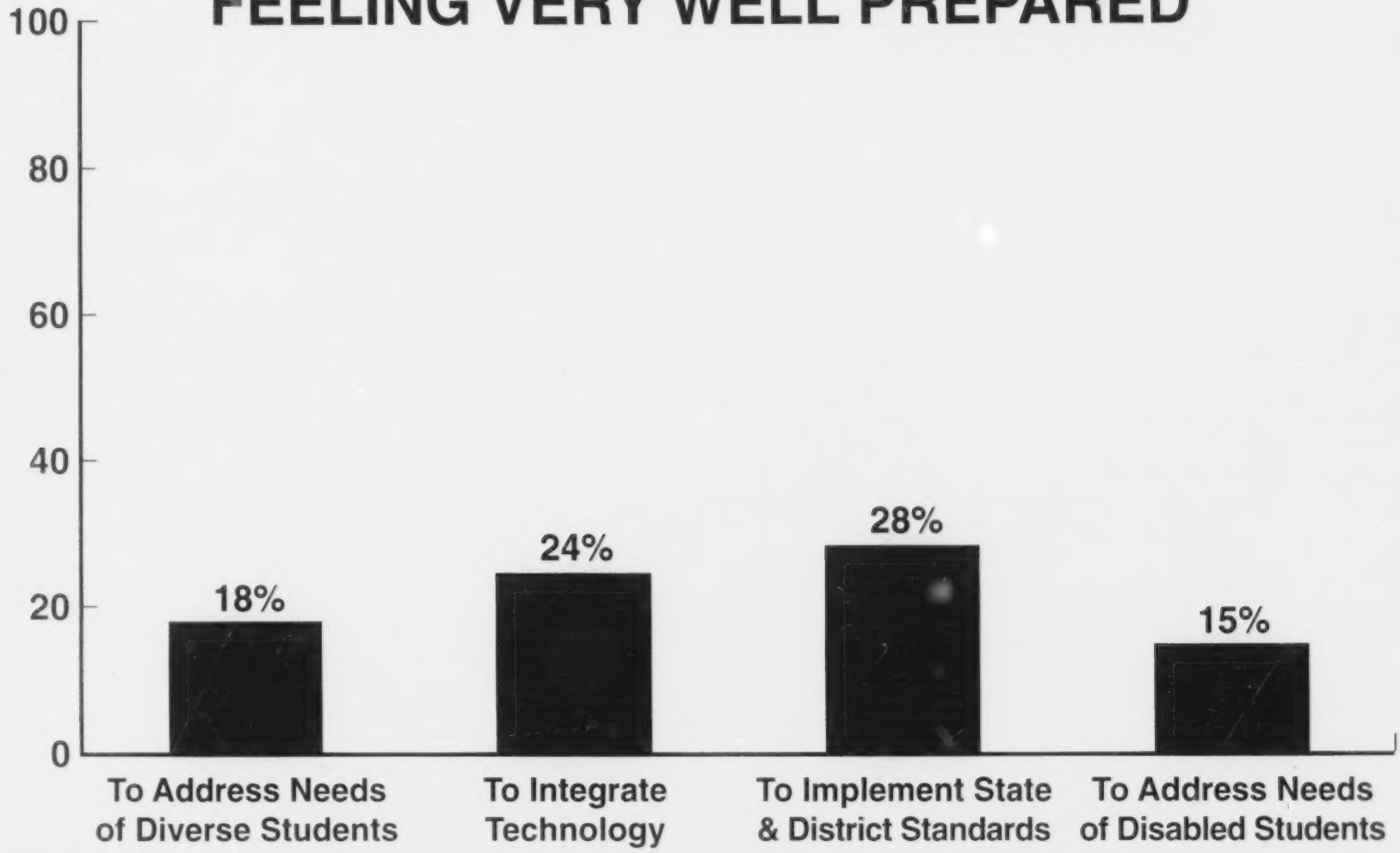
*Average annual salaries for 1992-93 bachelor's degree recipients employed full time in April 1997.

Source: *NCES, "Life After College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997" (1999).*

Overhead 9

PERCENTAGE OF NEW TEACHERS FEELING VERY WELL PREPARED

PERCENTAGE OF NEW* TEACHERS FEELING VERY WELL PREPARED



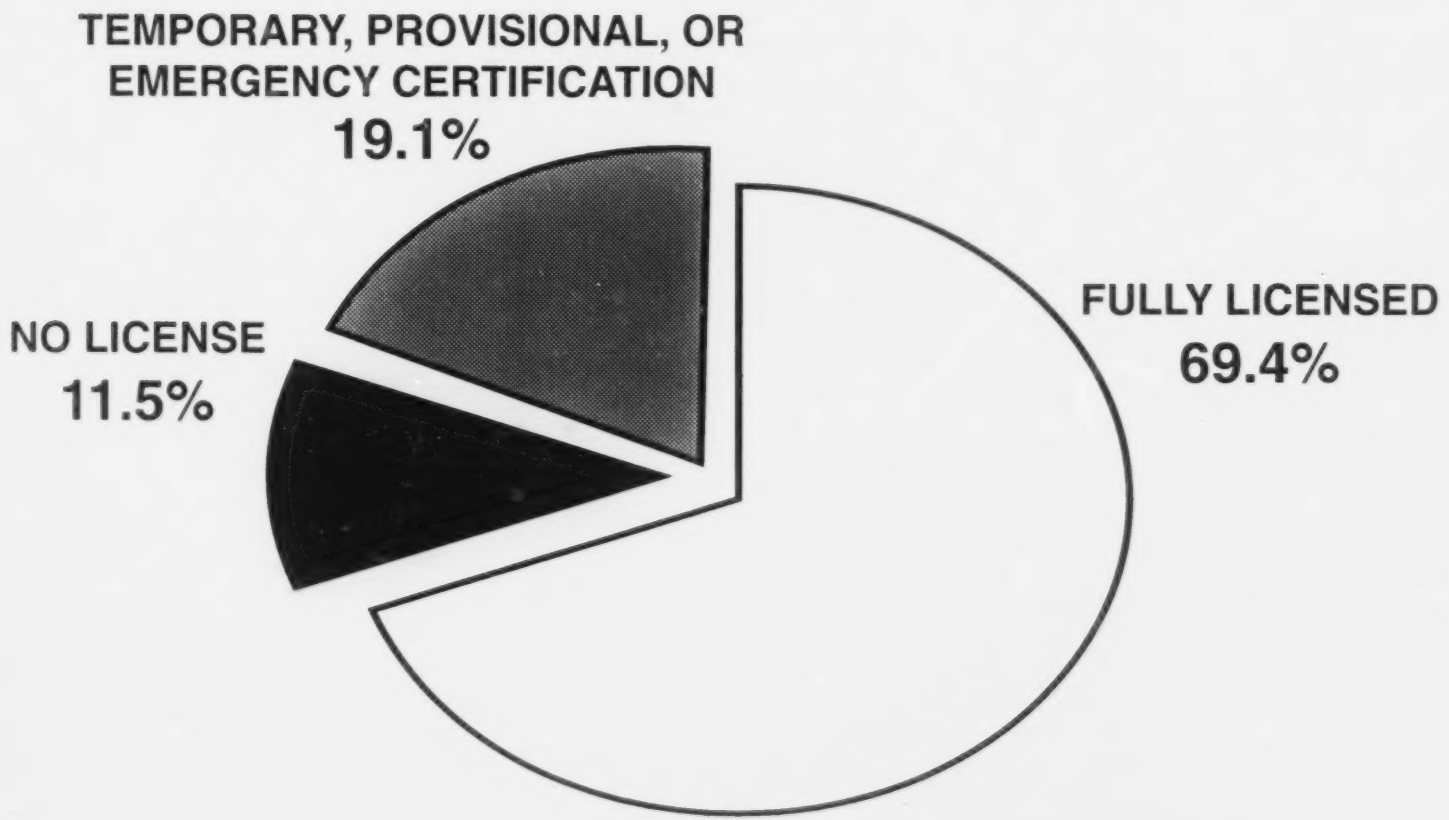
* 3 or Fewer Years of Experience

Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 10

QUALIFICATIONS OF NEW TEACHERS

QUALIFICATIONS OF NEW TEACHERS

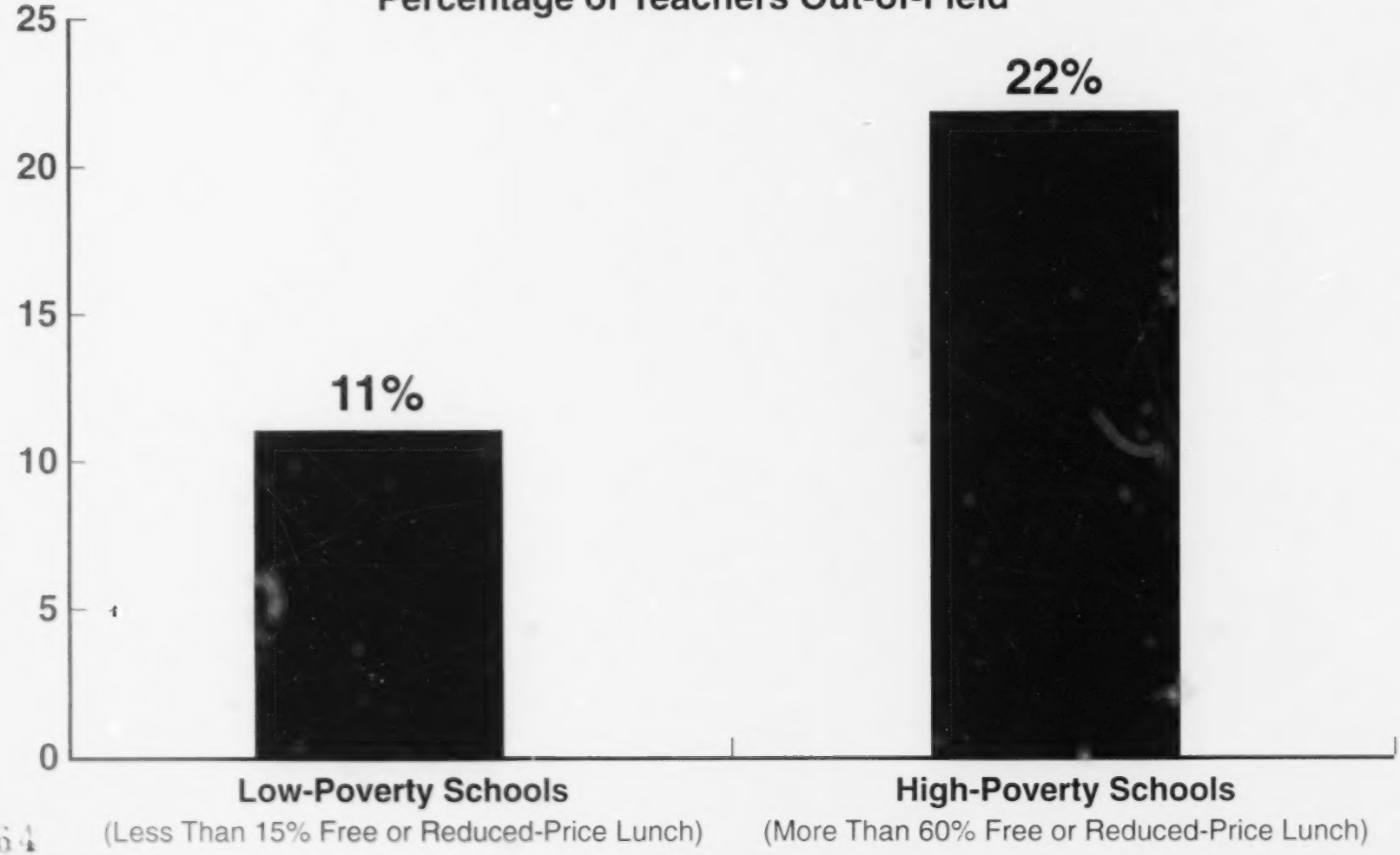


Source: *NCES, "1993-94 Schools and Staffing Survey."*

Overhead 11

UNEQUAL DISTRIBUTION OF OUT-OF-FIELD TEACHING

UNEQUAL DISTRIBUTION OF OUT-OF-FIELD TEACHING

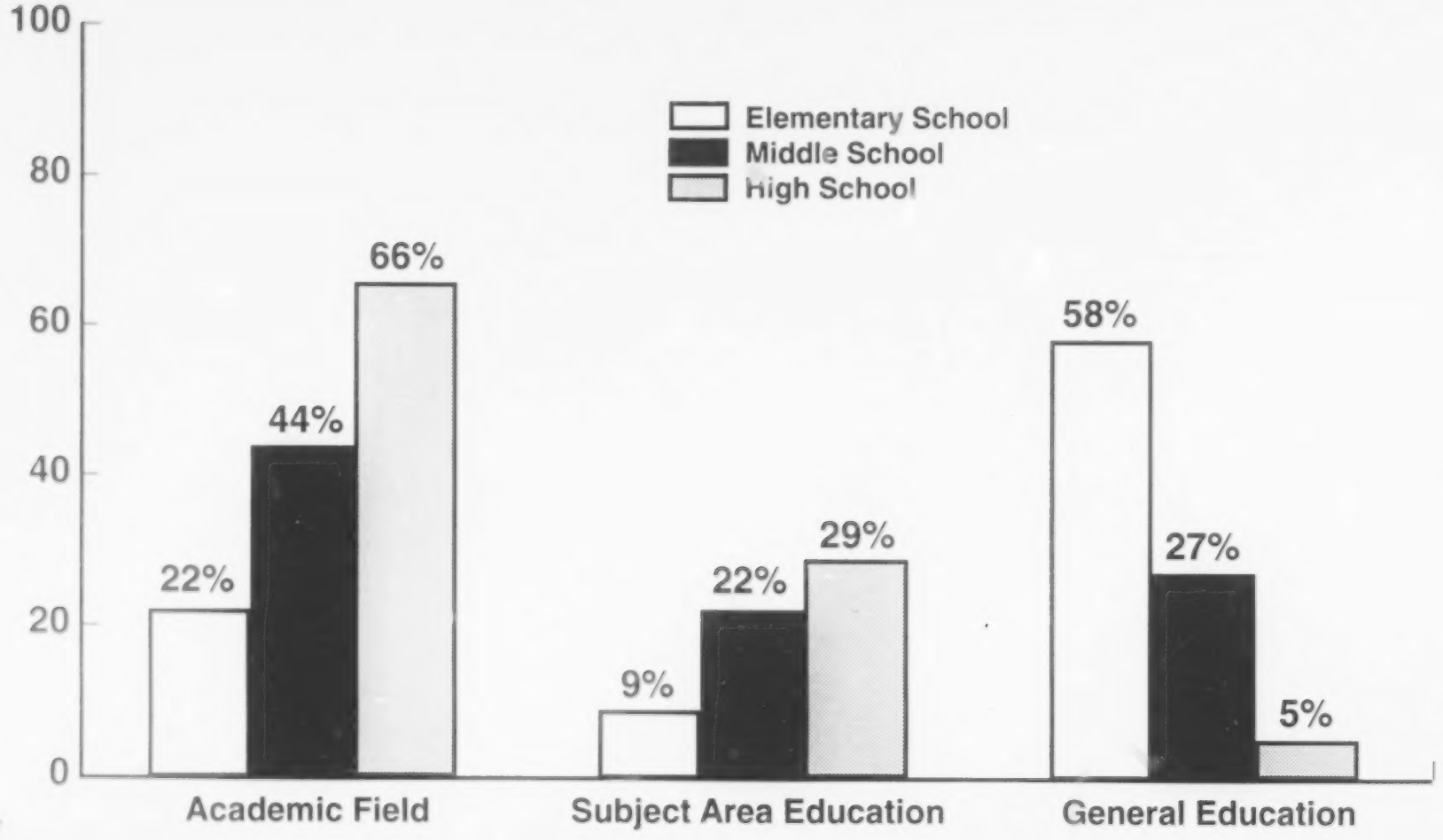


Source: *NCES, Fast Respose Survey System, 1998 Teacher Survey on Professional Development and Training.*

Overhead 12

PERCENTAGE OF TEACHERS WITH ACADEMIC AND NON-ACADEMIC MAJORS

PERCENTAGE OF TEACHERS WITH ACADEMIC AND NON-ACADEMIC MAJORS

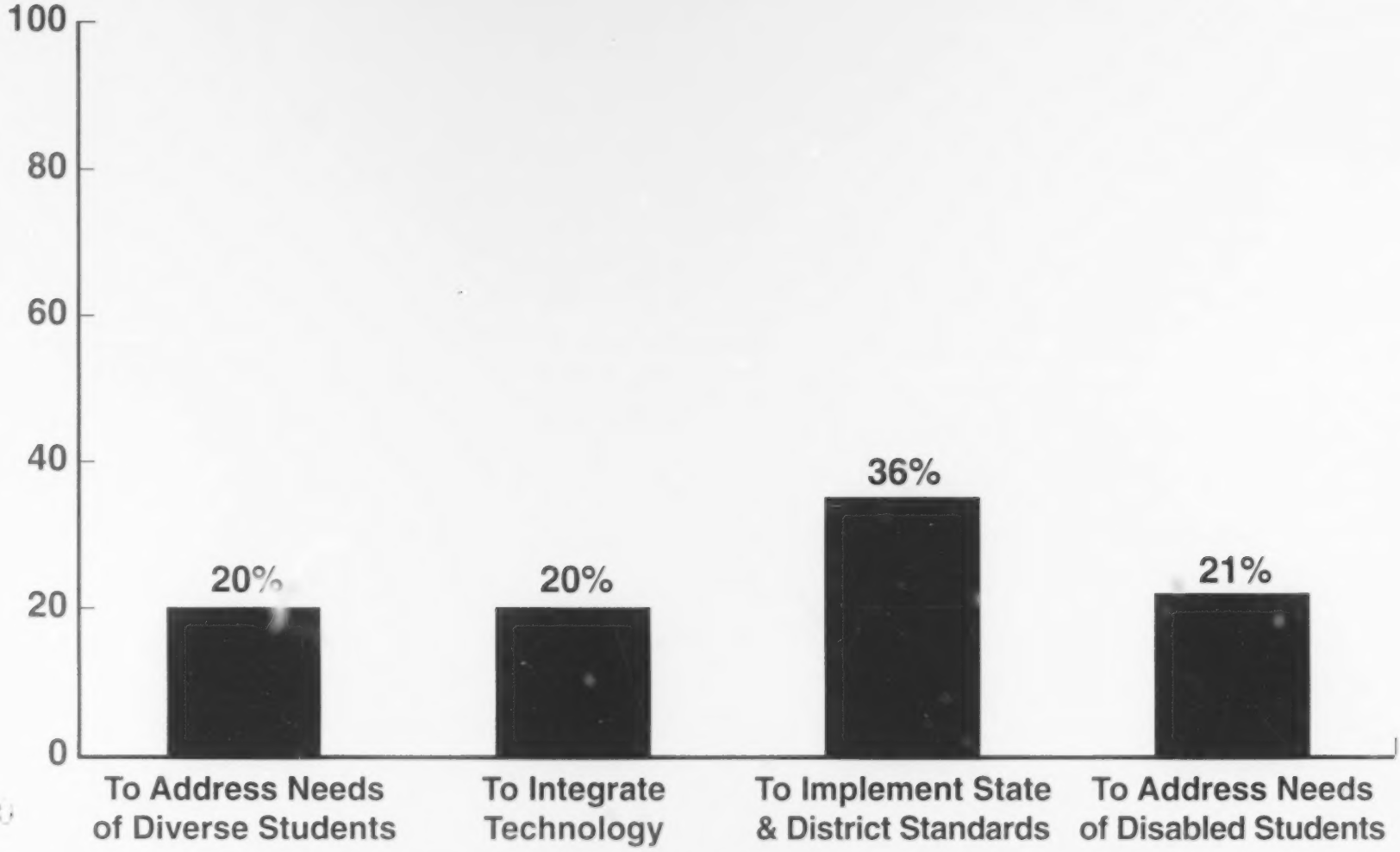


Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 13

PERCENTAGE OF ALL TEACHERS FEELING VERY WELL PREPARED

PERCENTAGE OF ALL TEACHERS FEELING VERY WELL PREPARED

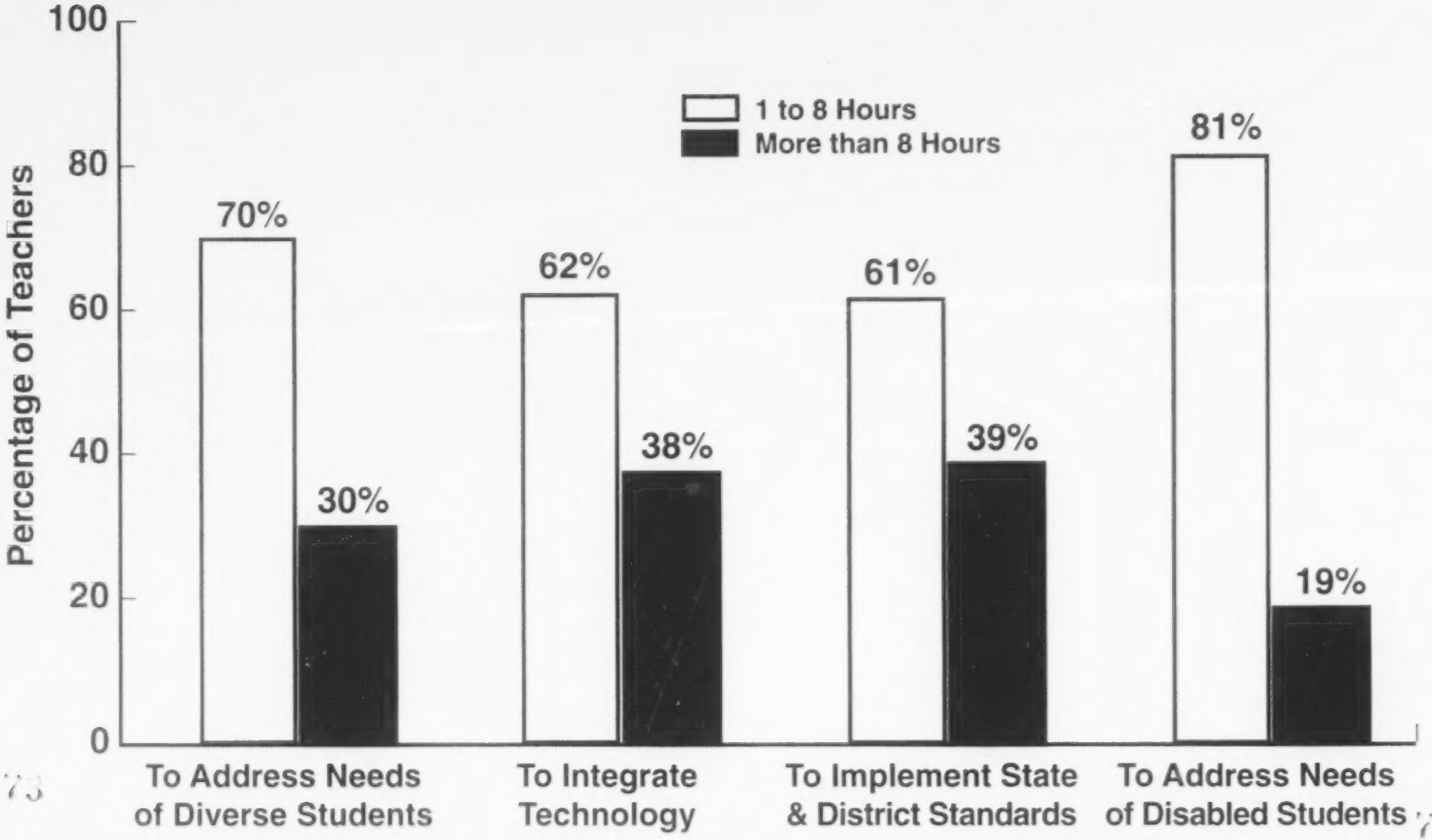


Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 14

HOURS SPENT IN A YEAR ON PROFESSIONAL DEVELOPMENT ACTIVITIES

HOURS SPENT IN A YEAR ON PROFESSIONAL DEVELOPMENT ACTIVITIES

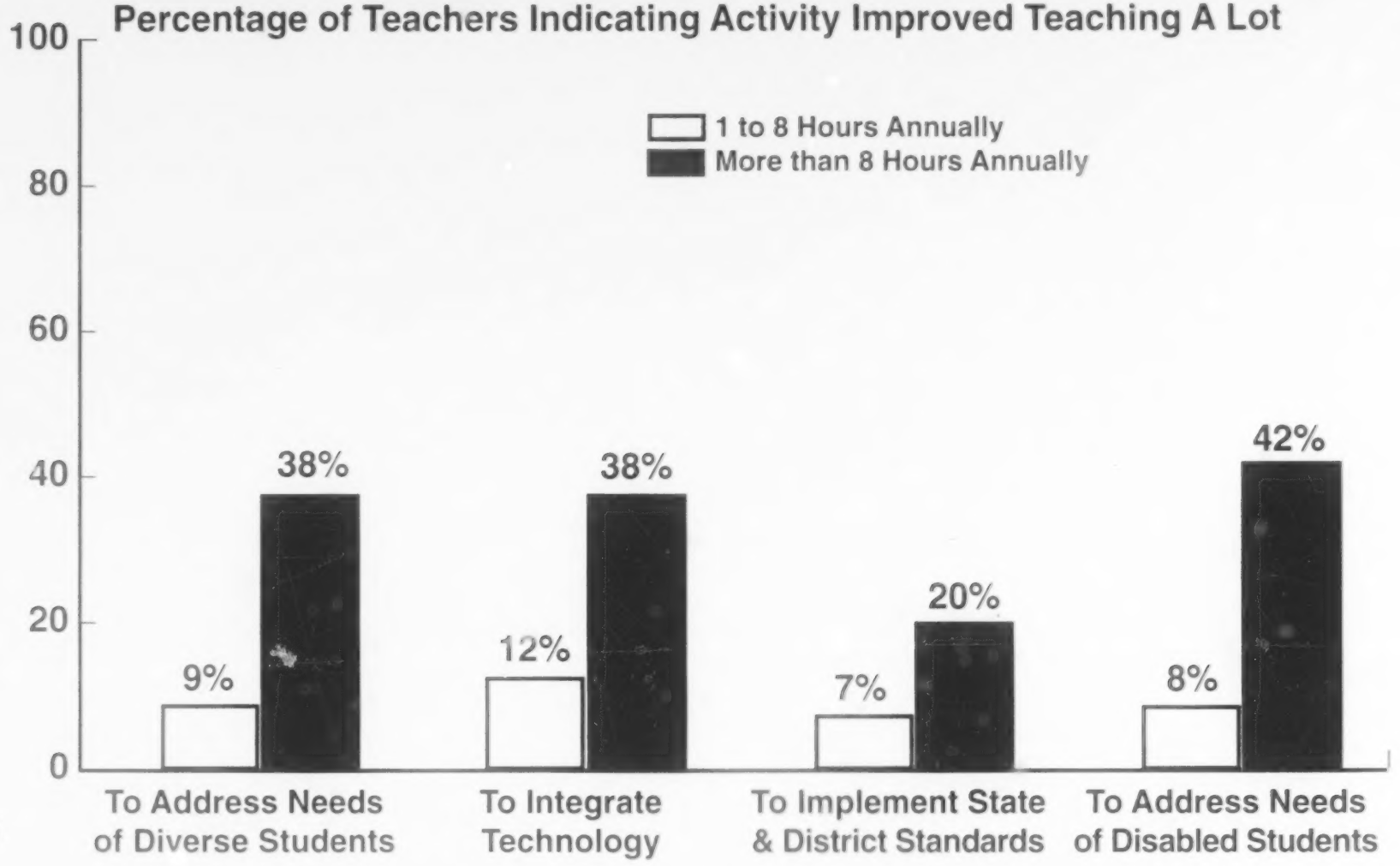


Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 15

PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES

PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES



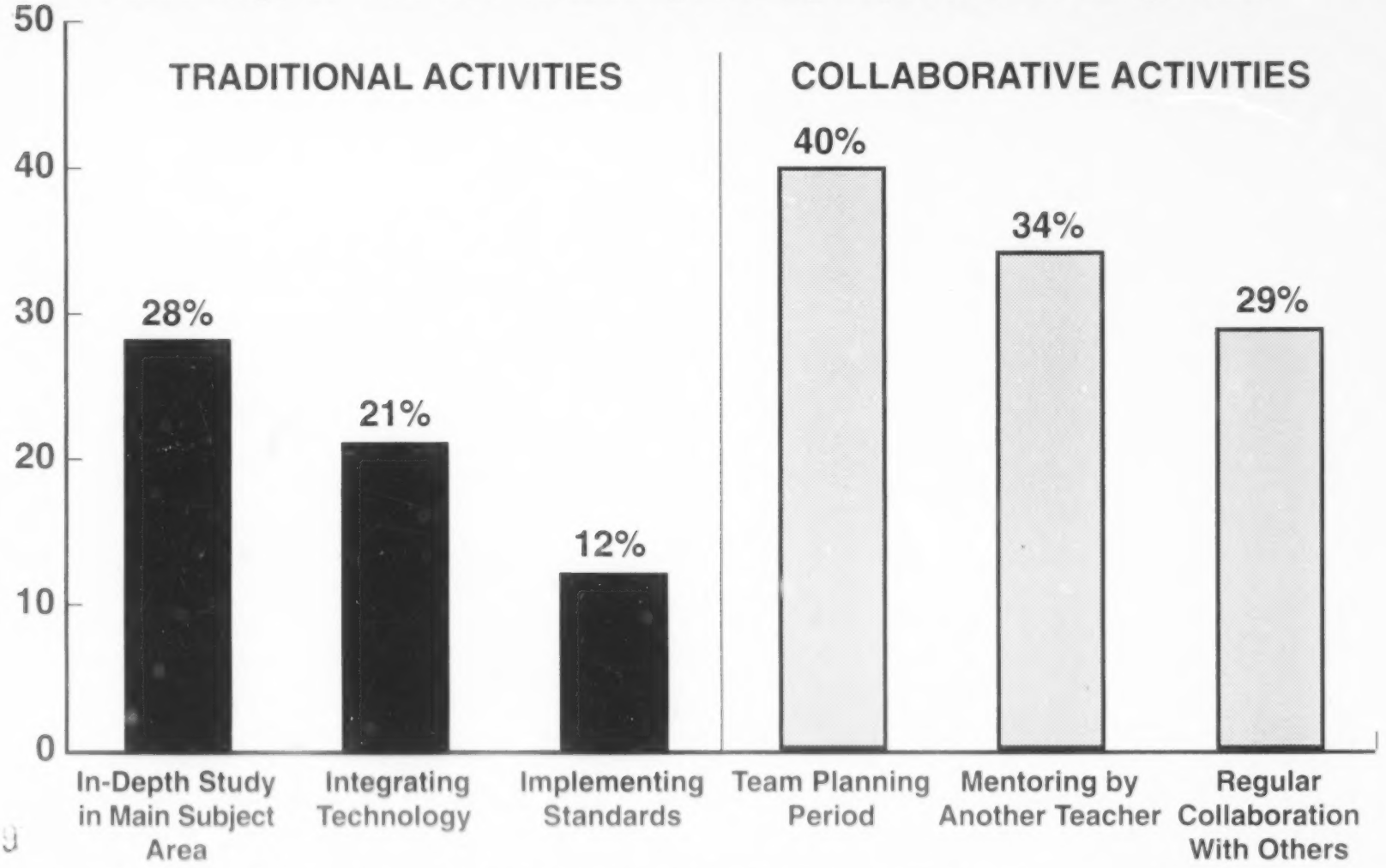
Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 16

PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

Percentage of Teachers Indicating Activity Improved Teaching A Lot



Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

Overhead 17

THE COMING CRISIS

THE COMING CRISIS

QUANTITY: More Than 2 Million Teachers Needed

Over Half Will Be First-Time Teachers

QUALITY: Teachers Must Know and Do More Than Ever

EQUITY: Shortages of Qualified Teachers Will Be Most Severe in High-Poverty Communities

Overhead 18

DAUNTING CHALLENGES

DAUNTING CHALLENGES

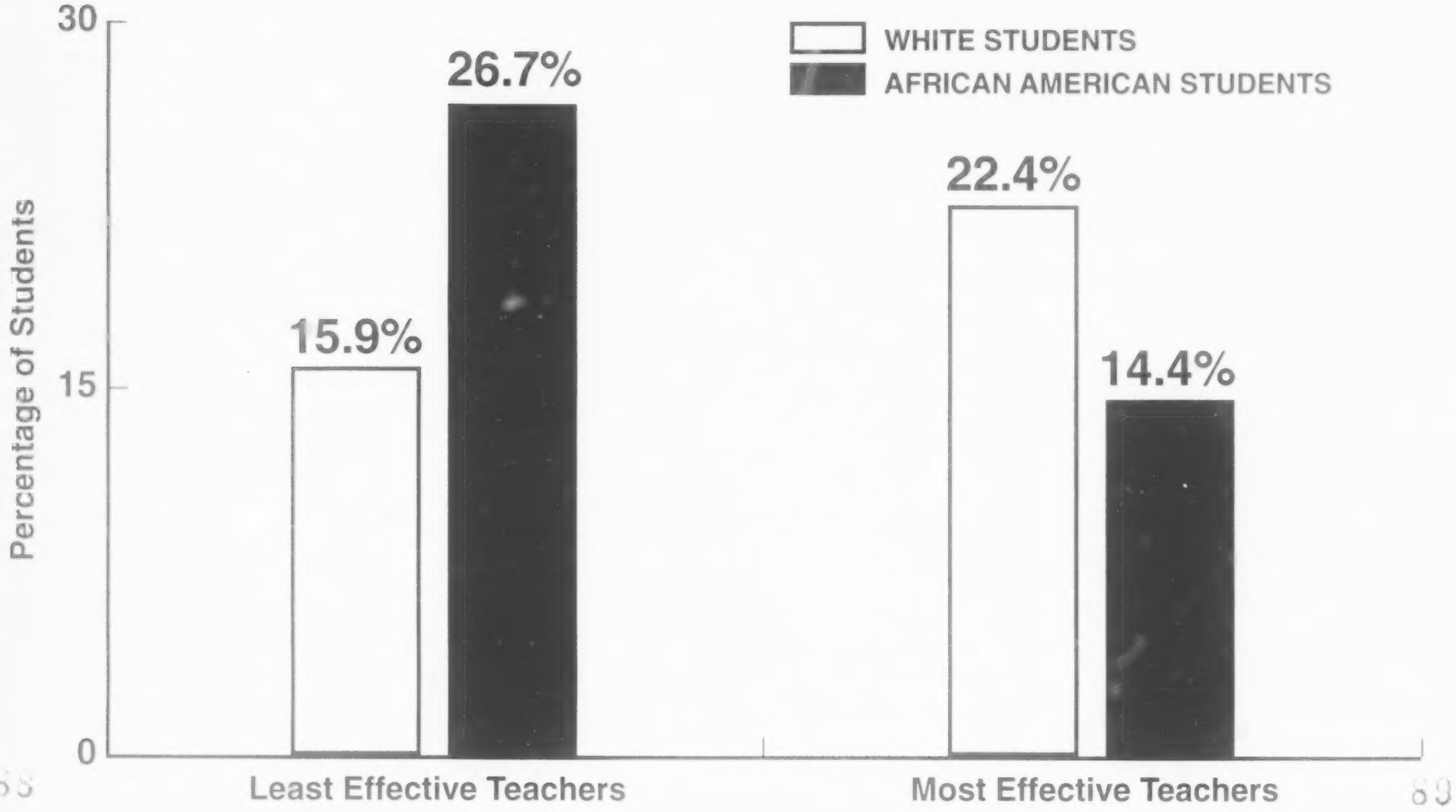
- Racial, Ethnic, Cultural, and Religious Diversity
- Expectations for Educating Students with Disabilities and Special Needs in Regular Classrooms
- Many Students Who Lack Basic Proficiency in English
- Students at Risk Because of Adverse Conditions at Home
- Students in Crisis
- Use of Technology
- Responsibility to Provide Leadership in Schools

Overhead 19

UNEQUAL STUDENT ACCESS TO EFFECTIVE TEACHERS

UNEQUAL STUDENT ACCESS TO EFFECTIVE TEACHERS

Tennessee



Source: *Sanders & Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement" (1996).*

Overhead 20

CHALLENGES TO THE HIGHER EDUCATION COMMUNITY

CHALLENGES TO THE HIGHER EDUCATION COMMUNITY

- Make Teacher Preparation a University-Wide Priority
- Develop Stronger Links Between Colleges of Arts and Sciences and Colleges of Education
- Develop Stronger Links with Local Schools
- Be Accountable for High-Quality Teacher Preparation

Overhead 21

CHALLENGES TO STATES AND LOCAL SCHOOL DISTRICTS

CHALLENGES TO STATES AND LOCAL SCHOOL DISTRICTS

- Phase Out Emergency Licensing
- Raise Teacher Salaries; Pay for Knowledge and Skills
- Create Demanding but Flexible Certification Processes
- Allow Portability of Credentials, Years of Experience, and Pensions
- End Out-of-Field Teaching
- Support New Teachers
- Reform Professional Development
- Improve Hiring Practices

Overhead 22

TEACHER LICENSURE AND COMPENSATION: A POSSIBLE MODEL FOR STATES

DRAFT — COMMENTS APPRECIATED

TEACHER LICENSURE AND COMPENSATION: A POSSIBLE MODEL FOR STATES

	INITIAL LICENSE Up to 3 years; not renewable	*NEW* PROFESSIONAL LICENSE Renewed periodically	ADVANCED LICENSE (Voluntary) Renewed periodically
Assessment Required for License	Assessment of Content and Teaching Knowledge* Assessment of Teaching Performance	**Assessment of Teaching Performance through Recommendations of Peer Review Panel and Supervisor** **Ongoing, Quality Professional Development** **Periodic Evaluations**	**National Board for Professional Teaching Standards** **OR** **State-Designed Assessment**
State and Local Compensation Policy	★ Base pay for 3 types of licenses and for years of experience ★ **Differentiated compensation based on:** • **Demonstrated knowledge and skills valued by the district** • **Roles and responsibilities** • **Length of contract (days/hours worked)** ★ **State or district supplement for underserved schools or shortage fields.** ★ **School-level performance incentives based on district-identified student performance**		

* State licensing exam to be based on mastery of knowledge needed to be an effective teacher, not on percentile of those taking exam.

Overhead 23

DEPARTMENT OF EDUCATION STRATEGIES TO IMPROVE TEACHER QUALITY

DEPARTMENT OF EDUCATION STRATEGIES TO IMPROVE TEACHER QUALITY

- Strengthen the Recruitment, Preparation, and Support of New Teachers
- Strengthen Standards in the Profession
- Improve Professional Development
- Strengthen School Leadership
- Support Research, Development, and Dissemination
- Increase Awareness and Measure Our Progress